THE JOURNAL OF EDUCATION

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As we go to press . . .

We have lined up some interesting and worthwhile articles on the Social Studies, with Art, Music, and other topics not so remote from the Social Studies as one might suppose at first glance. The pupil's relations with society make up a single unified problem with which every teacher is concerned, and concerned much more consciously than ever before. A person may know all the natural science one small head can hold, all the mathematics, the techniques of language or several languages, and yet be ill fitted for co-operating with his fellow men. Attention to the Social Studies means getting away from self, looking at people of other times and places, discovering a new set of values. It means weighing one's own conduct in the light of its probable effect upon the whole community.

The Social Studies invite discussion, and we often hear the charge against our young people that they love to express themselves freely on all sorts of matters including many that they know little about. There is much danger in talking without information or logic, and unless we watch out, this will be the main outcome of the Social Studies as they are taught today in this land of free speech and open forum classrooms. We must not indoctrinate our children. We must encourage them to do their own thinking. But we can also encourage them to think what they are saying, to know what they are talking about. We don't particularly need any more citizens who talk through their hats. No other branch of the curriculum demands greater wisdom or broader knowledge than do the Social Studies. Unfortunately the teaching in this area is often entrusted to persons of limited outlook and scanty preparation. This is risky business. We criticize the theater for many shortcomings. But it rarely miscasts characters carelessly as do school heads year after year when deciding who shall teach what.

Guess we jumped the gun a bit by editorializing before letting you have our opinion under its proper label. Sorry!

Your Textbook Reporter

These Are Your Children

Many of the ways in which children are alike, yet different, are told in **These Are Your Children.** Here is child psychology in human, readable terms. The main part of the book consists of a series of chapters each dealing with the five-year old, the six-year old, and so on through twelve or so. A typical chapter gives a general description of the age group in question, along with useful suggestions. Then one or two cases are cited of individual children that required special handling. No miraculous cures are claimed, but common sense and thoughtful attention are encouraged as leading to beneficial results. It is an excellent book for teachers and parents and one that they will read with pleasure. What the wide circulation of **These Are Your Children** could mean to the happiness and development of pupils in kindergartens and elementary schools is beyond estimate.

THESE ARE YOUR CHILDREN. Jenkins, Shacter and Bauer. Scott, Foresman and Company, Chicago.

Plane Geometry

Texts in plane geometry rarely have fancy titles. We distinguish them by authors. To the superficial glance, one geometry text differs very little from another. Definitions, axioms, postulates and theorems are virtually the same and arranged in almost the same order. Why bother with so many authorships and editions?

Greater teachableness is the aim. For many centuries there was only one textbook in the subject: Euclid's **Elements.** Its order of theorems was logical but so quick to bring on difficulties that many boys went overboard at the Pons Asinorum and were never rescued. In modern texts the sequence has been improved. More effort is made to explain what it is all about; to develop a pattern of proof; to show why proof by measurement or appearance is not always reliable. Exercises calling for original proof or solution are carefully graded as to difficulty—and the student is given methods of attack. How well all this is done depends on the author and, over the years, upon his ability to profit from experience, his own and that of others who have used his book. So the best reason for Avery's **Plane Geometry** is Avery himself; and for the new edition, the earlier editions.

This time an important section on "Geometric Reasoning in Everyday Life" has been added. This should really help students to think straight and be less easily fooled by jugglers of words. These argufiers and persuaders must be careful of their assumptions and their conclusions; also their definitions. They must avoid arguing in circles. "You can't fool me so easily. I've had a course in Avery." So will run the chorus of tomorrow's citizens, or at any rate a lot of them.

PLANE GEOMETRY. Royal Avery. Allyn and Bacon, Boston. $1.41

The Making of Modern America

Since a history text in any given field must include a large amount of essential information, authors and publishers have a rough time trying out something new and different. The **Making of Modern America** is a good example of breaking over the rut without going off the road. The underlying scheme is implicit in the title. Instead of starting with the discovery of America and narrating the main events in order, the authors begin by describing the nation as it is today, foremost in industry and agriculture, a people growing to maturity, a power in the world, a land where human aspirations and ideals blossom under freedom. Then the authors raise the question, "How did America come to be what it is today?" Those introductory chapters, with their special maps and pen sketches strike the keynote. Now we are ready for the story. This is told with due regard for chronological sequence. Yet there are interspersed chapters on manners, customs, culture and social conditions—chapters that may spread over wide periods.

The book is physically attractive. The writing is clear and well organized. Some critics may think it a bit biased in favor of the United States, too patriotic so to speak. Still we do have much to be proud of, and if we don't learn to blow our own horns no one else will do it for us. On the whole we should say this is a substantial contribution to the advancement of history texts toward greater readability and interest.

THE MAKING OF MODERN AMERICA. Caufield and Wilder. Houghton Mifflin Company, Boston.

Science for Better Living

An attractive text in general science for grade eight or nine displays the label **Science for Better Living,** and one is glad to be reminded that science exists for this worthy purpose, as of course it does. For a text covering so wide a field, the wise selection of material is a major consideration. The four authors of **Science for Better Living** decided against attempting to cover thousands of topics in favor of a smaller number with fuller treatment for each. The process of revision has given an opportunity to bring important information up to date and to include fresh material on the divided atom, radio activity, jet propulsion and television.

The approach is by problems and what scientists have thus far done toward finding solutions. The style is simple. Technical terms are defined as they occur and they do not occur too often, totaling as they do only 550. The student seems likely to enjoy the course here offered, and to emerge with fair understanding of scientific method and an appetite for further study. The authors have made substantial headway toward the production of a text that is alluring and instructive without being superficial.

SCIENCE FOR BETTER LIVING. Brandwein, Hollingworth and others. Harcourt, Brace and Co., New York. $3.28

World History

This reporter hopes, indeed promises, never to write a history of mankind. The task can be far better handled by persons of experience in such writing. Hayes and Moon, for example, produced their **World History** in 1932, and have been adding new chapters and revamping and shortening old chapters every few years since. Now we have the so called Second Revised Edition, with a third co-author sharing credit. In this book of some 880 pages, one may

view in chronological sequence the major events and developments that have marked the passage of the human race from the stone age to the age of greater refinement in which we beat stones into atoms. If recent topics are occasionally boiled down to a sentence or two, the purpose is to save space and there is so much ground to cover. But the text is written in straightforward fashion and is within the grasp of high school pupils. Maps and illustrations are abundant and relevant. The swift flow of narrative enables one to keep the connection between past and present. The sense of sketchiness and of careless generalization has been skilfully avoided. On the whole it is an impressive story, impressively related. Much of it should stick in the memory of every reader.

WORLD HISTORY. Hayes, Moon, Wayland. The Macmillan Company, New York. $3.48

The Teaching of English

As a rule the books on teaching this or that subject make dull reading. Behold an exception, one that has made this reporter wish he had time to read every page instead of sampling and skipping. It is J. N. Hook's **The Teaching of High School English**. You would not think a thing of the sort could be so fascinating and at the same time so packed with useful suggestions on the four major aims of instruction in this field: Reading, listening, speaking and writing.

First, what is an English teacher? Some one is quoted to the effect that English teachers are either "angels in blue or angles in brown." Many other definitions and concepts are contained in the introductory chapter. A second chapter deals with the English teacher's responsibilities, which appear to be legion. Then come chapters that get right down to earth and tell what needs to be done and how different teachers actually go about their task. You are warned against dividing the work into "snippets" — reading today, spelling tomorrow, vocabulary or sentence structure the next day. The teacher is not to be a comma hound. How can you cultivate a fondness for reading? Do you care so much what children read in school that you overlook what they will read when school no longer has any say? What is proficiency in reading and how can it be acquired? How can you develop free reading and not let it be acquired? How can you develop free reading and not let it be trashy or wasted reading? How can you lead pupils to think as they read or listen? And what about vocabulary? Does it grow best from studying word lists, or from ever-widening experience coupled with a lively curiosity about words? Is punctuation a set of arbitrary rules or is it related to clear thinking?

This is more than a textbook, though it is surely that. It is good writing—one might almost call it literature.

THE TEACHING OF HIGH SCHOOL ENGLISH. J. N. Hook, Ronald Press Company, New York.

Curriculum Planning

All over America educators are trying to remake school curricula to meet more nearly what they believe to be the needs of this changing society. What are these needs? Should the new curricula be handed down by some national or state authority? Or should the courses of study be planned at the local level? If so, by whom, and through what procedures?

Such are the major problems considered in Professor Krug's new book, **The Principles of Curriculum Planning**. The author believes the matter should be handled at the local level, with lay groups sharing in the overall objectives, and teachers and educational leaders deciding how the agreed aims may best be attained in classrooms and in student activities. Every phase of the curricula calls for re-examination as to why it is there and whether it should remain or be replaced. Whatever the pattern of organization, whether it have a core curriculum, a plan of general education at its center, or follow the older form of division into subject areas, there are many things to be introduced that were once omitted and presumably many things that must give way to modern demands. Even so, the outlines useful today will not do for tomorrow.

All this is sensible. So is the recommendation that the work of curriculum planning be not bogged down over conflicting statements of objectives or philosophy. Let such statements be tentative, open to free discussion and probable revision as the work proceeds. The main thing is to determine what the child needs to get from his schooling and to see that the teachers have abundant resources in and outside themselves on which to draw when preplanning their instruction, setting up the strategy by which to lead their pupils into a cooperative learning process. It looks easier and simpler than it is. Consult Dr. Krug's book, not so much for solutions as for the way toward finding them.

CURRICULUM PLANNING. Edward A. Krug. Harper and Brothers, New York. $3.00

English Is Our Language

An entirely new series of texts for the elementary school adopts as its hopeful title, **English Is Our Language**. After a teachers' guide full of sensible advice about language in the first and second grades, we launch out into study texts, manuals and workbooks for grades three to six—thirteen books all told, with more to come, lest grades seven and eight be overlooked in this brave business of getting youngsters to speak and write effectively. Sometimes a teacher must long for one hour of silence, with not even a pen or pencil scraping. However, since language must be learned, there may as well be something to go on.

The publishers wish you to observe, above all else, that the approach is functional, as in truth it is. Generally speaking, each study book consists of eight chapters. Each chapter sets up an experience involving joint activity which may require committee work as well as individual effort for every pupil. Thence will flow discussion, oral reporting, writing invitations, announcements, stories or what not. In the nature of things pupils will need words, sentences, paragraphs, grammar, capital letters, spelling, periods and such. First they will notice how these matters were handled by somebody else who knew the rules. From the models they will draw conclusions, or if not, the authors will. Whether it's a class exhibition, a Mexican fair, an imaginary journey, a summer's vacation, a dip into poetry or story books, the children will have material to talk and write about. And before they are a year older they will have gained the skills they are supposed to gain. For, of course, a half dozen or more authors, each at one time or another a teacher in the grades, have mastered

all the approved curricula and leave nothing to chance. The study books are handsomely illustrated and the illustrations are of service in motivating or, as you might say, "functionalizing." The series will bear looking into. It will be easy on the eyes.
ENGLISH IS OUR LANGUAGE, Grades 3 to 6, with study books and guides for teaching. Sterling and others. D. C. Heath and Co. Boston.

English for Today

The **English for Today** Series consists of four books for grades nine to twelve. Here are all the materials for a high school course in reading, writing, speaking and listening, together with many a hint on developing a sincere and socially acceptable personality since language nowadays is seen to be more than skin deep. Each book begins with a chapter on personality: Know Your School, Know Yourself, Learn to Think, Know Your Future. Another noticable feature is the succession of focal points: Motion Pictures, Radio and Television, Newspapers, Magazines. How to enjoy and evaluate these respective media of communication is neatly explained in special chapters. Step by step throughout the series all the common uses of English are considered. The pupil is taught to appreciate, to emulate and to create. Grammar and mechanics are brought to bear as needed, and reinforced by summaries and exercises in the appendix of each book. The text is businesslike rather than slushy. Assigned work is neither too difficult nor too easy but seems to be aimed at young people as we meet them in our schools. The series has distinction, a better excuse for existence than the frantic desire of publishers to get something on the market.
ENGLISH FOR TODAY. Gray and Hach. J. B. Lippincott Company, Chicago.

History on the March

Attention, third graders! Here is a book about **Pioneer Children in America.** In it we can read how Spanish boys and girls helped, and sometimes hindered, the settlement of St. Augustine, how Dutch immigrants, young and old, built homes in New Amsterdam, English in Virginia, Pilgrims at Plymouth, and more of the same including those later pioneers who moved into the West by boat or in covered wagons. The stories are told in eleven units, with a final one on Lincoln for good measure — Lincoln the greatest pioneer of all, though no one knew it until he grew up. You will like the illustrations, especially the information strips that show how butter and soap and things were made, put together and so on. There will be things for you to do and think about, and the teacher will have a manual to give her pointers. This she will keep at home or in her desk, to be looked at secretly. You will have a good time and learn a lot about what went on before you were born and before life became as easy as it is today. Just the same you may wish you were back there.

Again, attention. This time it's a book for fourth graders, part of the same History on the March series. This one is **Leaders in Other Lands.** Did you ever hear of Joan of Arc? Gutenberg, the first printer to spell out words with type? DaVinci, the artist who did so many other things? Great explorers like Nansen and Livingstone? The Curies who discovered radium? And did you ever hear of Sun Yat Sen or of Ghandi? Well, you can meet these and other famous people who did wonderful things even though they weren't Americans. Strange how foreigners could be so great, isn't it? But it happened.
PIONEERS CHILDREN OF AMERICA, LEADERS IN OTHER LANDS. Eaton and others. D. C. Heath and Company, Boston.

Behind Schoolroom Doors

It is all true but not all the truth. Such is the feeling one has after extensive sampling of **Behind Schoolroom Doors.** The author, Carla Dawson, has the habit of jotting down incidents and opinions at the close of each day of her teaching in the commercial department of a loosely organized high school. She has learned to dodge many of the extra assignments, but still has plenty to do that is not teaching. Almost any one on a high school faculty will sympathize with her in this matter, which is truly one of the greatest hindrances to effective teaching. Instructors are required to do many things that properly belong to the principal's office — either because the principal lacks clerical assistance or because he demands more paper work than is necessary. Miss Dawson reports all sorts of trivial details about pupils and fellow teachers, her purpose apparently being to show a rather drab kaleidescope of daily happenings only occasionally leading to anything of value. The reader is left wondering if a better sense of humor would not have made her life more satisfying. The book is not one you would recommend for use in recruiting new teachers. Perhaps it will help some educators and civic leaders to understand why recruiting is so difficult.
BEHIND SCHOOLROOM DOORS. Carla Z. Dawson. Wetzel Publishing Company, 524 South Spring Street, Los Angeles, California. $2.50.

The World of Numbers

The facts of arithmetic haven't changed one iota since we first met them during eight years or so of schooling, but the textbooks have changed immensely. Take this new brace of samples, Books three and four of **The World of Numbers.** These are picture books black, white and bright colors, with Operation Arithmetic scattered among the pictures like visitors in an art museum. Well, the illustrations aren't there simply to look pretty. Each one of them bristles with numbers of things to exercise the thinker. You never saw so many situations and experiences requiring additions and subtractions, or multiplications and divisions. Call 'em **ands, takeaways, timeses anr goesintos,** if you like. But learn the facts and processes. Get plenty of practice. Apply what you learn to problems likely to occur in a child's world. And in the end all of us, young and old, will agree on the amount of change we should receive from a ten dollar bill, provided we have or did have one. The new texts, **The World of Numbers,** appear to provide for gradual, steady progress. The child should be impressed with the diversity of uses to which the art of computation can be put. Some of him — some children, that is — will learn to figure, and some will not. The idea is to reduce the number of will-nots as much as possible. Such books as these should help any good teacher to make proper headway toward that goal.
THE WORLD OF NUMBERS, 3 and 4. Carpenter and Swenson. The MacMillan Company, New York, $1.68.

EDITORIALS

ANOTHER CITIZENSHIP PROGRAM

Direct, intensified training for citizenship has been undertaken by Teachers College, Columbia, in the high schools of eight cities in New York, New Jersey, Pensylvania and Connecticut. Dean William F. Russell heads the project, which is backed by a grant of $400,000 from the Carnegie Corporation.

The plan has been under consideration for some months, and scores of educators and other civic leaders have been consulted. In each of the cooperating schools, there will be a laboratory or workshop for students, an effort to enlist the active participation of local groups outside the school, and the use of current and historic materials related to the development of democracy.

Results obtained in the eight high schools will be available to other schools, thus securing the benefits of the program for other areas of the country.

So runs the announcement.

Knowledge, thought and action will be equally emphasized. While a vast amount of citizenship training is done in high schools today, the accent is usually placed on information and discussion rather than action. In some instances there is action with too little understanding.

The proposed experiment in the eight high schools should be well worth watching. If a handful of schools succeed in turning out a larger percentage of good citizens under whatever process, countless other schools will wish to learn how it was done. Will they be able to duplicate the method without the money?

ART AS PROPAGANDA

Art as practiced in our common schools may not spell beauty, but it can be made a social instrument of considerable value.

In Pittsburgh, for example, sixth to eighth grade pupils in two schools have been drawing or painting pictures of their classmates at work and play, to show children in foreign lands what goes on in one American city. Many of the best pictures have been reproduced on colored slides and distributed to fourteen foreign countries, in exchange for similar material created by children in those lands. This interchange is facilitated by the Junior Red Cross in collaboration with the National Art Education Association. The sketches produced in Pittsburgh point up the fact that youngsters of different racial backgrounds team together as certain far-off critics say they don't. Whether they do or not, the Pittsburgh youngsters are themselves being shown what to strive for. So the propaganda works two ways and the pictures coming in return from across the water or other boundaries serve to promote a sense of international kinship.

In St. Louis, art has been aimed at destroying rats! Students in Stowe Teachers' College of that city investigated conditions in a rat-infested district, studied methods of rat-proofing houses, caring for garbage and destroying the pests: then drew posters and illustrations for a booklet, all of which were given to school children to circulate.

These two cases suffice to prove that art can serve good social ends in addition to what it may also do for developing creative expression and appreciation of the beatiful.

THE CLASS IN CURRENT EVENTS

Something has been gained for relating school more closely to everyday life, when, as is now the case, virtually every high school in the United States includes in its curriculum the study of current events. Thus far, however, such study is usually confined to one period a week. Even with the best ready made material in the shape of a weekly periodical addressed to the age group, replete with facts and giving all sides of a question impartially, one period a week is much too short a time. Study on such a basis tends to be superficial. Discussion, so greatly enjoyed by the youth of today, becomes an expression of opinions hastily formed or colored by prejudice.

The next step ahead is the winning of a larger time allowance for the current events class. Precisely what else will have to be sacrificed to make this possible will be determined by circumstances affecting each school.

A controversy has arisen between daily newspapers and the school weeklies as to which is the more important source of information for the current events class. Both are important. The well directed weekly for schools is apt to be more impartial and to present valuable background material. It selects major questions instead of offering a mixture of trivial with essential. But the daily paper brings the news up to date. It deals with state and local matters that the weekly does not cover. Most of all, the use of newspapers by pupils helps them to form the habit of gleaning the news as they will need to glean it after graduation. And one does not become an intelligent or an interested reader of the newspaper suddenly, with no preparation. Nor does one learn to

distinguish between fact and opinion, or between big news and little news, without experience under capable guidance.

More time for current events, more good reading and listening, more good teachers, less debating for the sake of airing one's ignorance—these are the desirable next objectives in this great area of the social studies.

WHY IS A SCHOOL BOARD?

When we consider that public education in the United States is mainly governed by local school boards whose powers are but slightly limited by state statutes and only incidentally influenced by federal laws in cases where the local district accepts some form of federal handout, we may well wonder how so much consistency of policy and of operation is brought about as actually does exist. No doubt it is mainly due to the fact that each board worthy of its name gives first place to answering the question, "What is best for our boys and girls?" Opinions differ widely, but they tend toward agreement when this question is sincerely faced by a group of representative citizens seated in a committee room.

If you were to inquire confidentially of almost any superintendent whose board members are faithful to their trust—not servants of a political club or party—what bothers him most in his relation with his board, he would probably reply that it is the meddling of certain members, their practice of interfering with his business. Some of them cannot seem to see the difference between the superintendent's responsibility as an executive officer, and their own duties as a policy-making body, a link between the schools and the community, an advisory and legislative force in major matters. Board members should not select teachers or textbooks or draw up detailed curricula. Many important decisions should be left to the man they hire for just such work. If the board must make rules, let them be few in number and flexible enough to be applied with discretion by administrators and teachers. These people have the necessary professional preparation to do such things. Board members have not. Besides, they should not waste their time with details when they should be handling larger matters.

SHOULD YOU BE ARRESTED?

Children don't know it, but they have a champion in the person of Dr. Roma Gans, over there in Teachers College. Speaking before the American Camping Association in a New York hotel the other day, she declared that educators and parents who require children to do remedial studying in summer vacation ought to be arrested. She related a pathetic anecdote about a small boy who was seen weeping near a summer camp. When asked where he was going, he replied "Somewhere nobody will teach me to read."

If the wish of Dr. Gans were carried out, our jails would need to be enlarged. Perhaps the arrests should be limited to those educators and teachers who succeed in getting slow or indifferent youngsters to do the prescribed make-up work under the relaxing influences of warm sunshine either at home or in camp. This proviso of success would prevent the jails from being overcrowded.

Well, those summer camps, many of them, offer golden opportunities for the wholesome development of children fortunate enough to attend them. Whether a tutoring camp is really a good thing, is probably open to question. The summer is hardly the best time for catching up on studies. It is the time for new experiences, for learning self reliance, cultivating sports and hobbies, forgetting about school so as to return refreshed and—one might say—eager.

SECURITY FOR SCHOOL HEADS

Teachers in many of the states enjoy a fair degree of security. Tenure laws prevent them from loss of their positions without due cause.

But how many states give similar protection to local superintendents—not to mention principals or state commissioners? Every so often one of these higher ups falls victim to intrigue or politics, and off comes his official head.

An administrator's value to a school system cannot be determined so easily as that of a teacher. He is like the chief executive of a business corporation in this respect—having wide responsibility for success or failure of the enterprise. Even after a hearing before his board, opinions may differ. They may differ honestly, or there may be unwarranted enmity, a scheme to give the job to some one else.

The matter should not be allowed to rest entirely with the local board. An ejected schoolman should have the right of appeal to some non-partisan tribunal beyond the influence of local politics; if possible beyond the influence of politicians anywhere. Where there is a state board of education or a commissnoner whose office is a professional trust, the dismissed administrator should be accorded the right to have his case reviewed. The writer attended a review of this sort in Albany some years ago, which resulted in the reinstatement of his high school principal. Another case presented at the same time was decided against the claimant.

There should be a sudden end to this sniping at school heads for selfish or ignoble reasons. The statement needs no argument. It does need action.

IF THEY CAN'T READ GEOGRAPHY

GERTRUDE WHIPPLE

Reading is like a great circus in that it is highly entertaining, caters to a variety of interests, and has many diverting and interesting side shows. During the main performance, basic reading, the child is taught to read with understanding general types of reading materials. In the side shows he is taught to use reading as a means of study in arithmetic, elementary science, geography, and the like. As in the circus, the side shows may be quite as attractive to an onlooker as is the main performance. Or they may be dull and drab if the showman loses sight of his main objective.

Purposes for reading. We must consider why the circus master puts on each side show. Geographic reading, for example, is different from all other kinds. It requires special forms of guidance. A geography book is not read well if it is read like a basal reader. The very materials in the book — the content, the pictures, and the maps — have been put there for a geographic purpose. Accordingly, the class activities must be suited to this purpose.

The first step of the teacher before guiding pupils' geographic reading is that of ascertaining the geographic purpose. What understandings does the teacher expect the pupils to derive from their reading? Unless this question is answered clearly, the show will fall flat.

Let us take a concrete example. Most elementary schools over the country include in their social-studies curriculum regional surveys of the United States. Suppose that New England is the region chosen. The associated reading in such a study should make very definite contributions to a child's grasp of geography. Specifically he should acquire from it one or more of such broad generalizations as these: that the way New England is used depends upon the skills of the people as well as upon the natural environment; that the skilled factory workers and able businessmen in New England have made excellent use of a region having somewhat meager natural resources; that the New Englanders had an early start in producing goods by power-driven machines; and that they have successfully varied the use of their land as agricultural and industrial conditions in our country have changed.

If the teacher is unaware of these or similarly important understandings, she probably has the pupils merely read their books and reproduce the facts they have read. She uses a question-and-answer technique to cover the material indicated in the course of study but has no ultimate aim. If, however, the teacher has such understandings clearly in mind, she knows what points in the reading to stress and what points to touch lightly if at all; after the specific facts are grasped, she leads the pupils to organize their ideas and reach some conclusions about New England; she contrasts it with other regions about which they know; she is not concerned with memory of miscellaneous details; instead she leads the pupils to build up insight that will aid them in geographic reading. Thus for every unit of geographic reading the teacher will have in mind the major concepts to be emphasized.

Readiness for reading. One cannot learn to read in geography unless he is ready for the reading he undertakes. Every primary teacher knows that pupils are more likely to succeed in reading if the school provides a reading-readiness program. If this is true in basic reading, how much truer is it in geographic reading, in which reading must be applied as a study tool. Most teachers realize this only too well.

But oftentimes curriculums do not provide for the time required to lead up to the study of world geography. A readiness program should introduce basic terms (e.g., mountain, desert, ocean), should provide some training in reading pictures, and should show pupils that the people and the parts of their own country differ from region to region. If you are skeptical about this need, try out some third-grade pupils on the most common geographic terms. A study of this type in the Detroit schools showed that third-grade pupils of normal ability often had wrong concepts: 88 per cent of the pupils tested did not know that the ocean is salty; 70 per cent believed that rivers flow upstream or even from bank to bank; 25 per cent would expect to see camels, or camels or Arabs on every desert; 88 per cent did not know why snow may be seen on high

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mountaintops when grass is growing in the valley below; and few had any adequate concept of the differences in height of mountains and hills. Surely we should develop such basic vocabulary before plunging pupils into global study.

Suitable reading materials. The teacher who works with a modern curriculum has a far better chance of promoting good reading habits in geography than the teacher who is struggling with the old type of geography having a difficult and highly abstract vocabulary and many facts to the page. Do you, as teacher, have to ask that pupils read their geography text aloud to the class before they can understand it? Do you have to depend on interspersing explanations to make the difficult content clear? Are you glad when the daily geography activities are completed? If so, the reading material is probably too abstruse for the age of the child. Today we want pupils to read geography silently with easy understanding. To do so requires sufficiently easy material.

Summary. The following is suggested as a practical teaching procedure in using geography material in the middle grades.

1. Decide on the understanding which the reading is intended to promote.

2. Help the children to make advance preparation which will create an eagerness to carry out the reading and aid in overcoming any difficulties it may present (e. g., use related visual aids to stimulate interest; discuss important new words in meaningful connections; raise problems to be solved through reading).

3. Clarify the procedure that the pupils are to follow during the reading (e.g., how many times are they to read the material; should it be read in the same way each time; at what points should they consult maps).

4. Organize class discussion to use the ideas met in the reading and to lead to the understanding for which it was undertaken.

By use of suitable reading materials and methods similar to the foregoing, children will learn geography well because they have learned how to *read* geography. The side show will have proved its value as an interesting and valuable adjunct to the main show.

DENVER'S INTERNATIONAL RELATIONS CLUB

VIRGINIA HARDIN STEARNS
East High School
Denver, Colorado

After World War I high school boys and girls thought keenly about world problems and had a desire to do their share in working for world peace. As an outgrowth of this interest, a group of boys under the able leadership of Miss Bernice Miller at the old East Denver High School formed a "History Club for Boys", which later became known as the International Relations Society. The purpose of this club has been to foster interest in world problems, and to become better acquainted with students in foreign lands, as well as to sponsor world understandings assemblies and programs for the entire school, secure experienced speakers in the field of world affairs, and to help the boys and girls with various racial cultural backgrounds become an active part of the student body and to give them the feeling of being needed, wanted, and appreciated.

We have been most fortunate through the years since 1926 to have been able to extend membership to many of these foreign born students, who have said since that the friendships made in this club during their stay here in the United States are lasting and their days here were made richer and happier because of their association with, and activities in, the I.R.C. group of East.

Such a one was John Richardson of Hertfordshire, England, who was a member during the war years, and who had the pleasure later of entertaining Warren Frank, a Denver boy, in his home in England where Warren went on leave from his military duties on the Continent. Thus it is that true friendship and mutual respect and understanding may be fostered through such clubs.

Many other instances have occurred throughout the years where pupils have had their interest in boys and girls of other lands aroused, and have been motivated to "do" something about world understanding.

The club fosters the belief that it is by doing that we really learn what brotherhood and world understanding really mean. Often the mem-

bers have sponsored families in need — at holiday seasons and throughout the year, whenever these needs have been made known. It is their custom to first contact the families, and then in a friendly way to meet their needs with clothing, food, toys for the children, and the like. This last Chistmas members helped two Spanish-American families and received much pleasure from meeting them and knowing them. One year two Indian families were supplied with canned goods and other necessities by a group from the club.

This club was the first International Relations Club formed in high school in Colorado. Very close to the time of its founding, however, a similar club was formed at Fort Collins, and for years this club was encouraged by Mr. A. H. Dunn, who was Superintendent of Schools at Fort Collins at the time.

In the early existence of the East High I. R. Club, its membership was limited exclusively to boys, but in the late 1930's it was voted to admit girls. This has worked out very nicely as some of our most enthusiastic and well informed members have been girls.

In the early days the Club gave pageants and plays to stimulate interest, and some of these were staged, costumed, and in the case of the last, "Colorado's Story", partially written by members. Others presented to the student body were: "The Magna Carta", which the National Bar Association allowed us to give, and "Colony of Jamestown".

The motto of the Club is "Citizenship, Scholarship, and Service." One of the duties of its members is to foster and strengthen these qualities in themselves that they may become better citizens of today and tomorrow.

The club pin, designed by the members in 1930, is a blue enamel shield—the blue for Courage, surrounded by gold olive branches for Peace, in which are two scrolls bearing the letters I. R. (International Relations), a gold world is in the center of the shield, and clasped about it are gold hands signifying the Brotherhood of Man and World Fellowship.

When the All-City International Relations Conferences began, the East High School group invited the other four high schools to organize a club of their own and join in a conference. The other schools adopted the pin, using the initials of their schools for the guard pins. This pleased the East group very much.

In 1931, Mr. A. H. Dunn, of Fort Collins, chairman of the World Citizenship Committee of the Colorado Education Association, asked Dr. Ben M. Cherrington to be a consultant for this committee and to work with him and the committee in planning for a state conference for international relations clubs of the high schools. Dr. Cherrington consented to do this and the result was that he and his assistant, Miss Eizabeth Fackt, professor of international relations in the Social Science Foundation of the University of Denver, offered this committee the facilities and services of the Foundation, and an invitation to the high school international relations clubs of the state to hold their conference at the University of Denver in the spring of 1932.

The first international relations conference was a great success, fostering great interest in world relations and acting as a very worthwhile means to bring the students of the state high schools together once a year. This has become a tradition now in Colorado and annually we all prepare ourselves for this statewide conference to which we look forward with much pleasure. Ever since this time (1932), all of our clubs have received invaluable help from the Foundation in the form of suggestions for club programs, worthwhile and well informed club speakers; from the Foundation personnel complete study kits of valuable materials, which the clubs use in preparation for their regional and state I.R.C. conferences; and in the constant encouragement and friendship and backing which we all receive constantly from Dr. Cherrington, Miss Facket, and their very able staff. We have gone far in these last twenty years or more, due to this constant, meaningful, generous help. I do not know how the Colorado International Relations Club Movement could have gone forward through the years as it has without the help it has received from the University of Denver and from Mr. A. H. Dunn. Mr. Dunn for so many years was chairman of the World Citizenship Committee of the Colorado Education Association and with Dr. Cherrington first suggested holding these state-wide and regional conferences.

As an example of the type of activity in which the club usually participates, this year it has aided needy families of other racial origin; sponsored United Nations Week activities within the school, jointly with the Student Council; sponsored assembly programs for Brotherhood Week; been a part of the State-wide Parent-Teacher Association Conference (members made their own costumes and took the parts of all the United Nations in Part V of the Parent-Teacher Association pageant); has given a dance in the hope of raising money for carrying on its inter-racial projects; has invited all the other international relations clubs of Denver to join it here at East in the annual conference to be held April 21; and is making plans to sponsor

World Trade Week this spring, and United Nations Week next fall. All the high schools in the Denver Public Schools now have international relations clubs.

We feel that in view of the pressing need for people to become better informed on world affairs and the need for better understanding between men and nations, all high schools should have international relations clubs whose business should be to coordinate all school activity which has to do with understanding and world peace.

VALUES IN EDUCATION

HERMANN VOLLMER, M. D.

Part II

In the first part of this article, only criticism of values in education was offered. Yet criticism should not be resented, nor its significance underrated; it is a good training ground for the judgment of values. To cultivate this sense of values is more important than to give precise and practical directions which would only endorse the prevailing value-blindness. The writer does not intend to offer practical instructions or suggestions, nor does he claim to know all answers. Better than poor and rigid answers are perhaps good questions, and we continue to ask them in the hope that the answers may evolve in the future.

The first question is: what is, in its essence, the task of education, or what is the specific optimum education can and should accomplish? It is, in our opinion, to assist and stimulate all efforts directed at the aim of life of individuals as well as of groups of individuals; specifically at the aim of life which really *is* the aim of life, and is not only regarded or recommended as such.

The second question is: what is the aim of life? On the answer to this central and complex question depend the answers to all others. At first glance it seems that everybody may choose as the aim of his life whatever he desires, and that there may be as many different goals as there are individuals. There are indeed different aims of life but they are also different in quality.

To be sure, the popularity of certain goals is not a valid criterion. If, for instance, ten million people aim at accumulating material goods, and consider this as worth striving for, these two facts do not determine the accumulation of money as the aim of life which is worth pursuing. Moreover, if a person concentrates only at accumulating wealth, one does not understand his efforts unless one knows for what he wants this wealth. It would appear that certain aims are only understood as intermediate aims, or as means for a higher goal. *The* aim of life is meant to be an ultimate aim above all other goals which are of intermediate or subordinate nature. It is further to be the aim which is really worth striving for, not only one which is generally considered worth pursuing, or actually pursued by a great number of people. This is an important point, since it is generally believed that the aim of life should be in congruity with the value standards of the time in which one lives. This value system, however, reflects mainly the values which the majority of people living in this period regard as worth striving for; it does not necessarily comprise the values which are really worth pursuing. Throughout history, great new value systems, such as Christianity, have been created by a minority against a majority.

There are not only different aims of life but also differences in their value. To accumulate material goods, no matter by which methods or for what purpose, or to become a "success" not based on real merits, does not appear to be a very valuable aim of life. One could think the value of a goal depends on the degree of pleasure derived from pursuing it. This seems to be untenable. Somebody may aim at adherence to his convictions even if this results in discomfort and suffering for himself and others. In spite of this, he may feel that he is on the right path, a path which is more valuable than another which would make his life easier and more pleasant. The degree of pleasure gained from following life-aims can not be the only or the highest measure of their value. The pursuit of other aims such as intensification of life, attainment of power, or contribution to culture is likewise not to be valued according to the degree of success but according to higher criteria. One can, for instance, intensify one's own life and the lives of others by engaging in a great number of senseless activities; or one can attain some way or another the greatest possible power and use it only for destruction. Obviously, these aims are not as valuable in themselves as they may become by serving a higher goal.

The highest criterion for the aim of life is that the aim should be

superior to all others; that it should determine the value of all secondary goals which may serve it, and that its superior significance and value should be immanent and evident. Such a supreme aim of life seems to be: to direct all efforts to the unfolding self-creation of one's own fundamental nature and that of other beings, physically, psychically, and above all spiritually. If this is the highest goal, the value of all other aims depends on what they contribute to the fullest possible unfolding of man's fundamental nature as a spiritual being. It is apparently not the degree of success, pleasure, life intensity, or power resulting from the pursuit of certain aims which decides their ultimate value but rather what they can contribute to the unfolding self-creation of the human spirit. The value assumed through this function surpasses all other values that these aims may have in other respects or in themselves.

The application of this highest criterion does not rule out the application of other criteria, nor does it mean that other values or aims are completely worthless. Everybody prefers pleasure to discomfort, and success to failure. Such aims retain their relative values, and can be pursued as long as the higher aim is not forgotten or interfered with.

Is then this ultimate aim of life the best for every individual? Should everybody strive for this highest goal? It remains the highest aim for every man but requires modifications and adaptations to the personal circumstances such as physical, psychic and spiritual endowment or social and material conditions. As far as these individual circumstances are unchangeable, the aim of life must be adapted to them; changeable conditions should be adapted to the highest life-aim.

Looking around, one must admit that most men are far from having fully unfolded their fundamental nature and far from pursuing this highest aim. One observes an innate human weakness, a tendency to slide down to lower levels. The majority is satisfied with "living up to standards", i.e. with remaining on a level which conforms with their environment and culture; some are always below, and only a few above this level. These facts need not invalidate the previous statements and claims.

Yet one may ask why should man pursue any aim at all and why such high goals? Can he not live comfortably without setting any aim? Or is it not more modest to be satisfied with less ambitious goals? Certainly, one can live aimlessly, and many people do. Yet as life goes on in this manner, people do not feel comfortable nor content. Much of the uneasiness in our culture may be due to such aimlessness of life. Asquiescence to lesser aims also results in dissatisfaction; one may strive for material goods but never get enough since this is not an ultimate and self-sufficient aim of immanent value. Why then do we feel obligated to set aims for life? Our life seems to have an innate aim which we at times divine. The essence of the human spirit demands a rise to the determination of one's own life aim. The center of the human spirit has an innate trend, as a free agent, to unfold and manifest its fundamental nature.

Children live on for a good number of years without setting such aims for their lives. Until a certain age nobody expects them to have such aims. Only when their self-determination has sufficiently matured, do these inner demands come into being. They are not continuous and at the outset only weak demands; only at times do they arise; only at times are they perceived; they sink down and are lost again and may be forgotten altogether unless they are recalled, assisted and stimulated. In this we see the main task of education.

Who are the educators? The parents, teachers, and perhaps pediatricians as the parents' advisors; and last but not least the general atmosphere and spirit surrounding the child, comprising a great variety of standards, experiences and stimuli. It has been stressed that uniformity of all pedagogic influences is essential if we wish to avoid confusing the child. Yet how can it be expcted that this multitude of educational elements be consistent? Uniformity on a low level may occur since empiric conditions are so often far from ideal. Yet uniformity on the highest level must be a rarity. Under these circumstances, lack of consistency may be an advantage rather than a danger, and give the child the benefit of variety and choice. If our optimistic concept is justified, the child will make the right choice, and to all stimuli only the key note of his fundamental nature will resound. For, only the educational influence and stimulus of the highest quality will meet with the inner demand of his fundamental nature.

The optimism expressed in this concept does not relieve our educators of their noble task. Children do not simply "mature" to perfection if left alone, as some authorities seem to believe. Children need assistance and stimulation lest they be overwhelmed by adverse influences, distorted or destroyed. They need qualified educators.

Teachers are not qualified for their task by merely passing examinations or taking degrees nor are parents by their marriage certificates. They need to be educated or to educate themselves in the broader goals of education. Only the ideas, values and virtues which they represent and exhibit themselves can they impart and transmit to others. For, virtues

and inner values can not be developed by direct teaching but rather by example and by the general spirit surrounding the unfolding child. Children learn the more intricate tasks of life mainly by imitation, before they even grasp intellectually their meaning. Children learn and grow best in an atmosphere of love and in a general spirit which is in congruity with the fundamental nature of man. Speaking of love, we do not mean the overwhelming and selfish kind which so many mothers exhibit, but rather "eros" in the Greek sense. This "eros" preserves the "paths of distance" (Nietzsche), and does not suffocate; it respects rather than encroaches freedom and independence; it fosters virtue and discourages vice; it disciplines without punishment; it elicits admiration and offers devotion; it inspires instead of teaching, and helps the pupil to find within himself what can not be taught; like a candle it lights others in consuming itself.

Idealistic words, one may say, and too remote from reality. How should one close this gap? Optimism and idealism are the means to narrow it. Without them reality will become worse instead of better. Unless we adhere to the real values and virtues derived from the idea of man and convey them to our successors, our culture will die and nihilism prevail. "Eros" and the belief in the mission of man may accomplish what we hope. From this spirit, a strange reciprocation ensues between parent and child, between teacher and pupil. Teaching teaches the teacher, and educating educates the educator. Teaching and educating may incite and activate in ourselves the dormant virtues and values which we want to convey to others.

This is my belief. It may not be the answer. I close with a word of George Bernard Shaw: "I am not a teacher: only a fellow-traveller of whom you asked the way. I pointed ahead—ahead of myself as well as of you."

UN IN MINIATURE

JOHN E. BURKE
Abraham Lincoln School
Boston, Massachusetts

The Boston School System has a United Nations all its own, with over eleven hundred boys and girls of thirty-eight nationalities playing, working, "breaking bread" and studying together. There is no racial intolerance in the Abraham Lincoln-Quincy District in the South End. The children not only learn the lore of the United States, but the native born hear the traditions of war torn countries from their refugee playmates. Here history is vitalized nad personal.

Albanians, Americans (colored, Indian and White), Arabians, Armenians, Canadians (English and French), Chinese, Czechoslovakians, Danish, Dutch, English, Filipinos, French, German, Greeks, Hungarians, Irish, Italians, Japanese, Jewish, Lebanese, Lithuanians, Norwegians, Poles, Portuguese, Rumanians, Russians, Scots, Spaniards, Swedes, Syrians, Turks, Ukranians, Welsh and West Indians, all may be seen any school day, a vibrant proof that there is no race prejudice at the Lincoln, or the Quincy Schools. In several classes at the Lincoln, for example, as many as nineteen different nationality groups may be found in a single room. As another instance of the school's catholic appeal, the auditorium recently was dedicated to the memory of a Polish-born Jewess, Frances Y. Slanger, the first nurse to die in World War II. Lt. Slanger was graduated from the Abraham Lincoln School.

Long before the Springfield Plan of religious tolerance received nation-wide publicity, the program of interracial culture at the Lincoln School was in a very active stage. Because school administrators were previously reluctant for various reasons to publicize the international student body make-up of the Lincoln-Quincy schools, little or nothing was heard about the interracial efforts in the South End of Boston. But let there be no mistake about such racial school harmony. It does not happen purely by chance. In the South End area of the city, a district well known to the police as a fertile ground for gangs and one where the delinquency percentile is high, the achievement of inter-racial concord is not easy task. Many of the families served by the school were and still are, in that marginal group which is the first to suffer from depressions, unemployment or rising prices. The economic status of the various national groups, with the possible exception of the Chinese, is still quite low, even though the

war has raised the income level of some residents. Living conditions are still far from satisfactory.

The recent flood of books about minorities and their socio-economic conditions has made both teachers and parents more aware of the need for "one world." To the teachers of our district, the classroom was the "one world" in which to test the democratic ideal. Accordingly, from kindergarten to Grade VIII, every teacher stressed in every subject the primary concept that democracy means respect for the individual and the opportunity for all, regardless of race, creed or color, to share in the solution of common problems. On the junior high school level, national differentiation is more of a problem than in primary or elementary classes. Children are not born with prejudices; they acquire them from adults over a period of years. As a result, the seventh and eighth graders are made increasingly aware of the concern which junior high teachers feel for *all* the pupils. This awareness is vitalized at times by the variety of different distinguished visitors who inspect the school and marvel at the extraordinary make-up of the student body. During the school year 1948-1949, three German school superintendents were flown to the United States by Army Educational authorities to make a detailed study of the work done at the Abraham Lincoln School. An Australian exchange teacher, in April, 1949, publicly praised the school body for inter-racial harmony. In May, 1949, Mexico sent the assistant chief of its Department of Education to visit the classes and study the methods employed by the Lincoln teachers. In June, a British exchange teacher spent several days on leave from the Buckingham School, Cambridge, studying the same point. Repeatedly local universities have sent graduate students to observe the techniques that have been so successful in classrooms and assemblies. The fact that many of the faculty have traveled extensively in Canada, Mexico, England, Ireland, Scotland, Wales, France, Switzerland or the South American countries adds to the cosmopolitan atmosphere of the school.

Repeated and various efforts have been, are and will continue to be made to break down any incipient intolerance. Here are a few of the specific methods used by the school to preserve inter-racial peace:

1. *Assembly programs of the audio-visual type.* These are very popular with the children. Travelogs of the lands from which the children derive their basic culture are continually being shown. These graphically emphasize the wealth of background each national group brought to the United States and inculcate a feeling of mutual respect. Brief talks are frequently given in assemblies by clergymen of various denominations and races. The children relish the annual "United Nations Assembly" when a representative of each nationality group, dressed in native costume, parades on the school stage, sings a native song, performs a native dance, or gives a brief account of the land of his fathers.

2. *School-wide projects.* To further exemplify the enrichment of American culture from foreign streams, a cooperative school project was inaugurated in February, 1949. Teachers in grades IV to VIII selected outstanding representatives of each national group and set them to work on individual projects. The sole requirement was that the result must be typically American, but enriched by the particular foreign strain. The results were amazing. A group of seventh graders submitted a series of illustrated booklets entitled "America and Armenia", "America and Syria", etc. The theme was the contribution of each ancestral group to American culture. Eighth grade Chinese lads in the shop classes submitted elaborately carved Chinese wood puzzles or metal objects painted with delicate Chinese scrolls. In the art class, Negro pupils made surprisingly skillful water colors of typical American scenes. One painted the "Modern American School" which bore a remarkable resemblance to the Lincoln building. A shy Indian boy made a model birchbark canoe. A group of French students sent a "Boston booklet" abroad to pen pals in England and France. These were but a few of the many items produced. Plans are now being made to display these and future nationality projects.

3. *An active Student Council* operates to prevent intolerance. Beginning with Grade V, room presidents meet weekly under the direction of the sub-master. They pass on minor school problems and administer justice in the case of minor infractions of student government rules. Needless to say, both the council and the problems have a "United Nations" appearance. It frequently happens that a jury consisting of an Irish-American Catholic, a Negro Baptist and a Chinese Buddhist passes judgment on classmates of totally different national origins, and creeds.

4. *An active and vigorous Parent-Teachers Association* attends our Open House Night and annual Parents' Day.

5. As in previous years, the school is exhibiting posters and illustrated statements of the leaders of various national groups. The two most prominent American minorities, the Negroes and the Jews, are being spotlighted at present. The posters, made by the children, depict the remarkable developments of new Israel and

the sayings of Negro leaders like Countee Cullen, George Washington Carver, Roland Hayes and even Jackie Robinson! The two groups of posters are centered around the achievements of the U. N. American Negro mediator, Dr. Ralph Bunche, who helped to make the dream of a national Jewish homeland a pulsating reality. Topping the displays are tiny flags of the various groups that make up the student body.

Basic to school harmony is a concept which motivates the philosophy of every teacher in the district:—that long after other lessons have been forgotten, the lesson of learning to live together will remain.

LET'S MAKE ECONOMICS MEANINGFUL

MARTIN WOLFSON

The teacher must prove to the students that they are all bundles of prejudices, pre-conceived ideas, interests, and notions in economic matters. This can be done even before the students read their textbooks. All the teacher has to do is ask the students for their opinions on a problem embodied in some newspaper headline. By going round the class, the pupils can prove to themselves that they are all more or less opinionated.

So what? Why should we do this? The answer is, of course, to show to the pupils what handicaps they must overcome in order to get the scientific approach to the study of economic problems. We can prove to the students that, whether economics is a science or not, there is a scientific approach to economic problems.

Once we get the students to recognize the nature of the scientific approach and the constant necessity of applying it to their own thinking and to the thinking of others, we go on to the next step, which is the handling of problems. But at this point—teacher and students—must determine what problems are important and why. We pick up the newspaper, turn the pages, scan the headlines. We observe the length of the articles. We note the frequency with which subjects appear. And we make a tentative list. We say, "Here are problems that seem to concern most of the nation most of the time." But we must be cautious. There may be problems that are "buried" in the newspaper because of the difficulty of their nature; yet they are of utmost importance to the economic life of the nation.

What do we get from our textbook? Definitions, abstract principles, and old data. How can we use the textbook to help us in the illumination we seek about the current economic problems? What data do we get from the newspapers? Are magazines or government reports easily available? Let's use these.

Now we are engaged in determining whether we have all the necessary data and principles and definitions of terms. But newspapers seem to show us most vividly that all the economic problems involve the most heated controversy. If the textbook seems to be so sure of its principles, why can't we apply these principles and solve the problems? But we discover that even the principles and the data are in controversy. We make the great discovery that there are economic interests that conflict, and that in our democracy they seem to be resolved for the day, or the week, or the year, or the decade, but that these conflicts get reborn somehow and start on a renewed course of conflict.

We become aware of the great truth of economics in democracy. Economics is a dynamic and evolving subject of study, dealing with fundamental problems of human behavior that can never be fixed into formulas and prescriptions. Hence, as students, we never can say that we have finished a course in economics. The course is never finished; it is perpetual. If we are flexible, supple, dynamic and intellectually honest, we love this state of affairs. In fact, we realize that such a state of affairs and such an approach as we have adopted are the only proper forms of behavior for a growing democracy. We are happy.

Now for the students' own work outside of class. Since economic problems are all around us and since economic questions fill every moment of our lives, we cannot remain satisfied with such a thing as an assignment for the day. While we are doing the assignment, something of great importance in the economic world is going on somewhere. Can we rest content with ignorance because our assignment doesn't deal with it? Of course we can't.

Hence we must come to the conclusion that our attention must be rooted to the neswpaper every day and that we must develop the *faculty for simultaneity of attention*. For the fact is, that economic problems are all going now at the same time and that the economic world is just one great "buzzing confusion," which somehow carries us along so that we eat, work, make our sales and pur-

chases, and save or spend, and so on.

Perhaps we will discover at some time in our study that one textbook may be good for definitions only. If this is so, we will conclude that we ought to look for economics books where the "science" is handled with knowledge, skill, subtlety and penetration. If so, maybe we ought to go to the great classics for the history and the development of economic thought. After all, why waste our time, if we are normal people in intelligence and ability, on textbooks when we can go the great sources? Thus, at some time in the course, teacher and students in economics will turn to these sources. And we make another discovery—even the great masters differ most violently on matters of principles and data and interpretation. Where are the crucial differences? We learn that there are many philosophies of economics, not simply one.

Should I give my assent to one of these philosophies? How shall I decide? And here the student tries to make a crucial decision; truly a major moment in his life. Economics becomes crucial to the meaningful life.

It is at this point that the study of economics has justified itself. The students can now take their final examination.

MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN

Investigations concerning the intellectual effect of movies indicate that children who go to the usual Hollywood pictures with some regularity are better informed about the history of our country than children who rarely attend. They have a larger fund of accurate information about history; they also have more misinformation. Misinformation about history is serious but as long as a greater amount of accurate than inaccurate information is being taught, the balance is still in favor of the films.

There can be little doubt, though, that if an adolescent's vocational guidance is derived from the movies, he can make a tragically unrealistic decision. Lawyers are portrayed in dramatic courtroom scenes; yet for every hour an attorney spends in an exciting courtroom encounter, he spends ten pouring over dull and musty books. The stage has also been glamorized beyond the recognition of any sober observer, and now, in THE BIG WHEEL, automobile racing is presented as sport!

I grew up in Indianapolis, and when I was an adolescent I attended two of the "classics." There is no resemblance between the movie race and the reality. According to the picture, the race is exciting. The cars go around the track at a dizzy pace, accompanied by a frightening roar, and there are a great number of terrifying accidents until your stomach is likely to be churning before this useless exhibit ends. Such excitement is phoney. An honest portrayal of the race would be so boring, people would be stimulated to stay away from the Indianapolis speedway in droves. Both of the races I attended were unbearably boring except for one "bright" moment when an accident occurred, throwing the driver and mechanic on the track to writhe in agony a hundred yards away. If that is supposed to be entertaining, tragedy is more healthful.

The picture does have one value: it demonstrates the utter stupidity of censorship. This dangerously unhealthful trash was passed by the Johnston office with apparently not the slightest hesitation. At the same time, the Johnston office has censored (or is attempting to censor) The Bicycle Thief and Devil and the Flesh. Because they have something worth saying?

The comedy in DEAR WIFE has a serious edge to it, suggesting that living with parents after marriage is a hazard even if the parents have more sense and understanding than the children. Love is not enough in marriage. Two people have to learn to live with each other, and the added burden of adjusting to even enlightened parents may be the extra strain that breaks down the young couple's sense and judgment in dealing with each other. O. K. The comedy is relaxing.

ON THE TOWN is swell entertainment for almost anyone. It is one of those rare combinations for a dance and song show that has bits that are as appealing for sophisticated audiences as for the twelve year old mentalities. There is lively dancing, good popular music, wistfulness, horseplay—just about everything for healthful gayety. Recommended.

SOUTH OF DEATH VALLEY is cinema triumph of subnormality. Again there is beautiful scenery, handsome horses and villainous, mean men. There is dazzling dialogue such as "We Travishes stick together," when a beautiful sister joins her two brothers in the hills to shoot at miners who are shooting at them.

Later one brother gets killed, but art triumphs over life, and you

scarcely realize he's dead. Cowboys drive furiously on horseback up and down the main street of the frontier town, shooting in all directions. The other cowboys and bad men fall out of the saloons and shoot back. I'm glad to report that no one gets hurt. To relieve the reader of the terrific tension he must be suffering as he reads this review full of suspense and taut drama, I should report that it all ends happily. The brother was killed, but who cares? It all ends happily. The horses and scenery are beautiful.

For emotional health, people need economic security. Save your money. Don't see this epic.

MUSIC EDUCATION FOR TODAY

JOHN C. KENDEL
Director of Music Education
Denver (Colo.) Public Schools

It is becoming more and more evident to all thinking musicians that the music department of the public schools has a very definite responsibility for community cultural advancement. For many years, young people believed that there were two kinds of music, the important kind for which they spent their parents hard-earned cash, and the kind they had in school, which was relegated to a low place in their musical lives. There was very little understanding or sympathy between the exponents of school and non-school music, and teachers of both types were inclined to disparage the efforts of their co-laborers. Each group pointed with pride to its own achievements and viewed with alarm the efforts of the other group. In reality the work of teachers of school music and of those generally classed as private teachers should be closely allied and coordinated, for both are striving for the same goal, the development of a high sense of musical understanding and appreciation.

Fortunately, the new conception of the responsibility of teachers to their entire community is fast taking root. Time was when the music educator could confine his thinking to the single area in which he was employed. As soon as a group of students withdrew from that environment, his interest in their welfare and development ceased. The teacher employed in the elementary area looked upon his work and called it good with no thought of where his product was going and what part he played in the musical life of the community. The same theory prevailed at the secondary level and very often in the colleges and universities. Each group was a law unto itself, was completely satisfied if its students carried out its wishes, and gave no thought to the morrow.

The sagacious teacher today must look far beyond the four walls of his classroom if he is to realize the fullest possibilities of his service. The status of music in every community is a reflection or outcome of the efforts of every teacher from kindergarten through high school.

When Shakespeare penned the lines, "The man who hath no music in himself....is fit for treason, stratagems and spoils," he was deeply conscious of the fundamental truth that true love of beauty goes hand in hand with love of law, order and righteousness.

Music is Beauty. Any conception of the art that is based on any other premise is built upon shifting sand. To think of music which does not express beauty of either rhythm, melody, harmony or form would be impossible. Ideas of beauty will differ with each individual. The composition which will satisfy the soul longing of "A" with its melodious tunefulness may appear as the shallowest drivel to "B", while the performance which carries "B" to seventh heaven may sound to "A" like formless noise.

The tired businessman who says "I like a bit of good 'jive' but excuse me from the highbrow stuff" is merely reflecting the result of his music education. The reason he disapproves of so-called classical music is because he does not understand it. This should in no wise prove discouraging. To paraphrase the scripture, "If he does not love jive which he can comprehend, how can he come to love first-rate music which he cannot comprehend?" At least Mr. Average Citizen is honest. He does not attempt to camouflage and pretend he enjoys something which he does not understand.

The music teachers of past generations were largely to blame for Mr. Citizen's failure to develop an adequate appreciation of music. They were so interested in teaching their young student to pass his thumb under in the right manner that they were wholly unconscious of the fact that there was a tremendous loss of interest and talent because the child was never led to know the inherent beauties that lay in the composition. Their preoccupation with methods and with developing sight readers often caused them to forget that the music period

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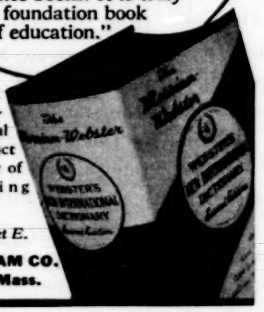

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should be the happiest period of the day if children were to have an enriched appreciation of the art.

Artist performers have been so smugly pleased with themselves and their musical interpretations that they have failed to understand that Mr. Average Citizen will not (except under compulsion) continue to attend concerts in which musicians sing in utterly foreign tongues or play compositions which demonstrate wonderful technique but sound like finger exercises to the uninitiated.

I do not intend to belittle the efforts of the past nor to ask that we set up lower standards of achievement. Instead, I would urge more friendly cooperation between the private teacher, the public school teacher and the soloist. It is so simple to arouse students' enthusiasm for what is musically worthwhile that it is criminal not to avail ourselves of every opportunity.

Antipathy to better music is based on lack of understanding rather than upon dislike for the art. When we can secure a sincere desire on the part of the private teacher, the school and the artist to cooperate in an intensive and extensive program of education, we may look for a true renaissance of musical enthusiasm.

The musician must be willing to accept the responsibility of becoming a leader in every worthwhile activity in his field. Neighborhood music groups, school and neighborhood pageants, PTA gatherings and city-wide community projects all await his inspiring touch.

Nor should we stop at the community level. Musicians must plan a greater national music program. Why should not our country improve on the plan of other nations in subsidizing music by the means of national financial support? There should come to life in every city and hamlet an adequately sponsored program to hold aloft the torch of music education. It is universally admitted that music is the only international language. We must plan in such a way that the music of all nations shall become a common heritage, thereby hastening the day "when men shall beat their swords into plow shares and their spears into pruning hooks."

In order that we may realize this goal, permit me to suggest six major objectives that may serve as guides:

1. Provision in all schools of our country, both urban and rural, for musical experience for every child in accordance with his interests and capacities.

2. Continued effort to improve music teaching and to provide adequate equipment.

3. Carry-over of school music training into the musical, social and

home life of the community as a vital part of its cultural, recreational and leisure activities.

4. Increased opportunities for adult education in music.

5. Improvement of choir and congregational singing in the churches and Sunday schools; increased use of instrumental ensemble playing in connection with church activities.

6. Encouragement and support of all worthwhile musical enterprises as desirable factors in making our country a better place in which to live.

TRANSLUCENT SYMBOL

LOUIS FOLEY

In modern times, students of history have become much more aware than were our ancestors, several centuries ago, of the differences of attitude and point of view which separate ancient or mediaeval peoples from ourselves, and make their ways hard for us to understand. Naturally it is part of a realistic education for us to learn to see those differences as clearly as we can. But there remains always the other side of the medal, and maybe in the long run it *is* the more important after all. That is the recognition of human unity and continuity, of the basic problems and issues that appear not to have particularly changed. Probably the most impressive experience of a present-day students who reads the ancient classics—really reads them, that is, instead of merely reading a little *about* them—is that of recognizing how "modern" they often are. He begins to see that life was just as real and actual then as it is now, that people had already thought about matters which he had not supposed to have entered anyone's mind until rather recently. To take a very simple example, we might find possibilities of enlightenment in the contemplation of a traditional fairy story.

The appearance of Walt Disney's film *Cinderella* was promptly hailed by a discerning movie editor as a most remarkable event. (1) Cinderella, he began by saying, is "the classic heroine of the screen." This is the story that we have seen in movies a thousand times, only "disguised with a masquerade of realism or a pretense of modernity." Borrowed continually by Hollywood without acknowledgment, this "rags-to-riches theme" is the principal story on which the movies were built. It was summarized by this editor as the original version of the familiar formula: "Boy meets girl; boy loses girl as midnight approaches, but in the end, with the aid of the famous glass slipper, boy gets girl." Now finally, after its innumerable disguises, "Disney's made the real thing." The write-up is labeled in journalese of prosaic tone: "Local girl makes good."

Of course there are whole libraries full of "fairy stories" nowadays, but how many of them are really well known? The few that seem most deeply imbedded in our traditional lore, however, are not very "ancient" so far as England or America is concerned. They are the ones that came into English in the eighteenth century by translation from the French of Charles Perrault (1628-1703). Even our familiar name of "Mother Goose" is obviously derived from the title of the book that he published in 1697, *Les contes de ma mere l'oye*. That collection included such established favorites as "Bluebeard," "Little Red Riding-Hood," "Puss in Boots," and surely by far the most popular of all, "Cinderella."

There is no question of claiming that Perrault invented that tale. In its fundamental story-pattern it was certainly known long before his time. In general it has the air of a story from the Middle Ages, and perhaps like so many mediaeval folk-tales it had come to Europe much earlier from the East. No one knows when or where it started. Nevertheless Perrault gave it a new charm by his manner of telling it. To him are we indebted for the simple and lasting expression which assured its position in our heritage from that time on.

One thing that seems to mark the story as mediaeval is the cruel-stepmother theme, a familiar motif in the Middle Ages, which we see in some of the old Scottish ballads—where likewise the innocent stepchild triumphs in the end. Another interesting point is the implication that godparents do more than merely stand up with an infant at baptism—that they really accept responsibility for seeing the child through whatever difficulties may come along.

The more we think about it, the more clearly we see that *Cinderella* is not merely "moral" but essentially Christian. The mere existence of a godmother takes baptism for granted. The girl's own mother must have given her good training. Her behavior toward the jealous and unkind stepsisters exemplifies true Christian virtues. And the story is Christian in its optimism, the faith that goodness will triumph over evil, that things *will* work out for those who trust in God and try to do right.

However depraved mankind may often appear to be, surely there is profound reason for encouragement in the "moral" of a folk-tale whose popularity shows that people do recognize what is right, and find satisfaction in a dream of poetic justice.

It was in the earlier years of this century, before the first World War, that the short story was making a place for itself as a recognized subject of college courses. In those days some short-story enthusiasts were insisting that it was a very distinct and very modern form of literature, sharply different from the tale or *conte*, and dating only from about the time of Poe and Hawthorne, who were hailed as virtually its creators. Others, however, held a more liberal view. These pointed out, for instance, short stories imbedded in the Bible, or demonstrated that certain of Chaucer's *Canterbury Tales*, written before 1400, were essentially "modern" in their technique. As the years have gone by, students of the short story have tended to be less dogmatic in their definitions, and to recognize this form of narrative as not at all a new thing in the history of the world. A very old story may turn out to be truly "classic," a valuable model good for all time.

An important short-story textbook, published a generation ago, made extensive use of *Cinderella* as an example for analysis. (2) That story seemed to indicate because it "has been universally known for a long time, and therefore is presumably good, that is, artistic." The author proceeds to show how well it illustrates the various principles of effective narrative construction.

For instance, it is very different from a biography. Nothing is told us about the years of Cinderella's life as a child. We give little thought to her personality or anything that specially individualizes her, but are simply interested in the way she gets out of her difficulties. All we need to know about her is the vague information that she is beautiful and virtuous, patient under affliction, a good girl who is not getting the consideration she deserves—just enough to put us on her side. Then every incident in the story as told is indispensable in the march toward the goal, which is of course Cinderella's happiness and her marriage to the prince. If for example she had not lost the slipper, then it would not have been available as the means of finding her. All the incidents in fact are a series of causes and effects which are given in the only possible order.

It represents perfectly the selective method of narrative art as compared to "real life." If we kept a careful diary of all that happened to us

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from day to day, and then at considerable intervals looked back to see what had gone before, no doubt we should find chains of cause and effect just as we find them in analyzing fiction. Sometimes we might be surprised to see what unforeseen consequences had followed incidents that did not seem at the time to be leading anywhere. The point is, however, that in between the causes and effects there would be many other items having no discernible connection. The picture would be cluttered up with irrelevant details. Art, on the contrary, is a simplification of life. The skilfull storyteller knows just what to include and what to leave out. His selection is determined by the *denouement* which he has always clearly in view from the start. Every incident must be somehow leading directly or indirectly toward that predetermined result.

One might go on to point out other respects in which *Cinderella* conforms to the canons of artistic narration. It secures suspense by seemingly hostile incidents which are yet plausible enough in themselves. For instance, suspense is maintained when the slipper is first tried on her sisters, with no thought of her. But that is just how it *would* be. Naturally the stepmother would think first of her own daughters; it would not occur to her to consider Cinderella—who was not supposed to have gone to the ball anyhow!

Always effective in making a story seem unified, and in making it unforgetable, is the device of building it around some concrete object which stands as a symbol. Surely *Cinderella* is as clear an example as can be found. Seldom is it mentioned without some reference to "the glass slipper," and anyone to whom you might say "glass slipper" would be certain to think of this fairy tale. In the textbook to which we have referred, the author calls it a "*crystal* slipper," but that is merely a more attractive word for the same thing. This detail, however, may be of more importance than most English-speaking people appear ever to have suspected.

As the story was originally told in French, the slippers were described with the word *vair*. It can be found in any modern English dictionary, defined as the name of a costly fur used by the rich apparel of royalty and nobility in the Middle Ages. But anyone familiar with early eighteenth-century manuscripts will not need to be told that spelling was not taken too seriously in those days. Since *vair* (no longer familiar to most people) sounded like *verre* which means "glass," the error in translation is quite understandable. So the English version is unique in having poor Cinderella wear slippers of *glass*—a kind of slipper-material certainly undreamed-of in her day, and not very practical for ballroom wear if you stop to think of it.

The mere fact that the English tradition has unquestioningly *accepted* this "glass" symbol is in itself very illuminating. *That* indeed may symbolize a great deal of the profound difference between French and English literature through the centuries.

If there is anything that is characteristic about the mediaeval French tales which have come down to us, it is their down-to-earth realism in physical details. If a certain village is mentioned as being at a given distance from Paris, that is how far it was. Costumes, equipment in general, prices of things, customs and ways of doing, are as people knew them in everyday life. We feel ourselves in a real world, where things happen logically by understandable cause and effect, not a realm of fancy where anything can occur at any time. So Cinderella, when she is magically apparelled as a princess, wears the kind of fur slippers that a properly-dressed princess *would* wear. It seemed perfectly natural. Who on earth would want to wear slippers of glass—to say nothing of trying to dance in them?

The idea of a *glass* slipper, though its presence in the story is quite accidental, may well symbolize the English quality which we call "whimsy." That is what we may find in fairy stories that do *not* come to us through the French tradition. You see it in a high degree in such fanciful tales of more modern vintage as *Alice in Wonderland* or *Winnie the Pooh*. With such clever and original writers as the authors of those celebrated stories, masters of just the proper style, this quality of whimsy may indeed impart a rare charm. It is, however, a very fragile thing, and must always be more or less at odds with principles of *construction* in narrative art.

On the one hand, it is interesting to observe that the best-known of our fairy stories—the ones that appear to belong most inseparably to our folklore—came from France. On the other hand, it seems ironic that the best-known of them all should be forever symbolized by the most *un*-French thing about it. A notion which would doubtless have seemed merely idiotic in the time which the tale represents, is apparently now the very detail that appears attractive and somehow significant. Such are some of the reflections that one may derive from a little study of things in literature that we ordinarily take for granted as simple and obvious.

(1) Louis Berg in *This Week* for January 1, 1950.

(2) *The Art of the Short Story*, by Carl H. Grabo, Charles Scribner's Sons (1913).

LEARNING ART WITH CHILDREN

RUTH R. HERRING
Head of Art Department
Framingham (Mass.) State Teachers College

Creative art is not a new kind of art. *Creative* describes the true nature of art as it has always existed. To create means to objectify an image or an idea in some form.

Art expression parallels nature and has a common source with it. It reflects the individual's reaction to nature, but nature is not the standard for art. Pegasus, the winged horse, is a delightful poetic idea in art, but in nature such a creature would be an offense. Purposeful distortion of forms is needed to express feelings that ordinary forms cannot express. Children use distortion naturally.

Art expresses a higher nature. It is the world of our idealizations, our ambitions, our desires, our glimpses of reality. It is not a dead imitation of something that is alive in nature. It is itself alive in its own unlimited world.

In art, as in general education, the emphasis has changed from turning out a product to developing a child. Thinking that the child is imperfect and the man perfect has resulted in adult methods being forced on the child. Adult forms have been given him to copy, thus depriving him of the use and appreciation of his own child forms, the only ones through which he can develop. The bud is as perfect as the flower. It is the lack of recognition of art qualities as separated from physical forms that causes a good deal of the difficulty in changing over from the old methods to the new ones. It is also the fear of losing one's security in a known world and stepping out into an unknown one—no matter how cramping and unsatisfactory the old one may be. It also means changing a set of values. It means placing the teacher's false sense of security in relying on patterns with real security that comes from belief in the hidden power within the child and within herself or himself. It means trusting life at its source and not second-hand. The latter can be disastrous, a case of the blind leading the blind. The poor things are copied along with the good.

An understanding must come of the direct power of color, line, dark and light, texture, transparency, etc. to express meanings. This cannot come about through knowing about them, but through knowing them by playing with them, experiencing them, relating them for their own sakes.

The materials or the sheet of paper in front of the child are his world where he is king. He chooses what to put here or there or together, or what to discard. As he works, he intuitively places and performs in keeping with the laws within his own nature. It is a process of self-knowledge, self-discovery, self-discipline. He expresses his own sense of color harmony. It cannot be taught. Later on when he is more mature he can learn why he has used these colors and arrangements.

In the beginning, the young child places his blobs of color unerringly for informal balance and variety of amounts. These are some of the fundamentals. As he matures these blobs go by degrees from the simple, direct, symbolic stages to the forms that reveal the nature of the child

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and his reaction to his environment.

When reliance is place on an art outline that tells the teacher to do this or that, the actual potentialities of the live situation in front of the teacher are neither seen nor dealt with. When a child is told to copy a drawing from the board line for line, the potentialities of the child are not being recognized and given an outlet. Rote learning does not include feeling or thinking. Thirty drawings all alike might please a dictator but hardly a democracy-loving person.

The way to leave patterns and copying is to leave them. It is better to be a "learning teacher than a learned one." To this end, many groups of classroom teachers as well as superintendents are asking for art workshops or talks on art or art conferences in order to get first-hand experience or clearer understanding of this dynamic activity.

The classroom itself is a workshop. There the teacher and the children can learn together. It is not necessary or possible to know all about a subject before teaching it. The right point of view is necessary and the specialist in the field is always standing by to help. The art lesson, as well as the ideas from the individual children, are derivative and not arbitrarily imposed. They grow out of the situation, the materials, the people and their needs.

All subjects lead to art and art leads to all subjects. It permeates every activity. But it must be used in the right way in every subject. There is a great need for general educators and administrators to see to it that the best methods are being used. More of us must get together to achieve this end. Art is used to "sell" other subjects. It is used in teaching reading, as is natural since the first words were made of pictures. The reading people and the art people should get together to work out ways of using art in reading along creative lines. It can be done and is being done to a degree. The use of art for "busy work" or "seat work" is an area that needs to be discussed. One hears it said, "Oh, that's not art; that's busy work —or arithmetic or science or English." Credits in English have been given for copied drawings of some character or castle. This is a compound error.

There need be no confusion about teaching in a correlated project when a distinction is made between the facts about a thing and their visual presentation. Much research needs to be done either directly from nature or from photographs or factual drawings in the dictionary—not from artists' concepts. Then when the object of the search is studied from a variety of sources, the visual expression is made. The facts can be accurate but the placing, size, color, emphasis etc. is the individual's.

If illustrative material of every kind is of the highest quality, it will aid the art program considerably. Our schools need more fine reproductions in color at the children's level; more textiles, pottery, sculpture, glass that will enrich and feed the lives of all. Fortunately there is available much good visual material without cost.

We cannot make bricks without straw. Materials and supplies are in themselves a source of inspiration and activity. They are a strong bulwark against maladjustments and delinquency. They offer a safe place to adventure. Let money be spent in constructive ways to prevent emotional difficulties and to develop normal, happy children through offering a rich opportunity to all to develop themselves through the freedom to find their own forms of expression which is their natural right.

NOW IT'S TELEVISION

W. C. MCGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

The Perth Amboy elementary schools have just completed a survey on pupil preference among five kinds of entertainment: books, comics, movies, radio and television. Two thousand one hundred eighty-two pupils in grades 3-8 were questioned, but the inquiry as to the daily amount of time devoted to television was restricted to pupils in grades 6, 7 and 8 because we believed upper grade pupils' estimates would be more reliable. The same simple procedure was used throughout the school system. In grades two and three the five words: books, comics, movies, radio and television were written on the blackboard, and the person making the survey explained that *books* meant books like school readers or story books. Then each child was asked, not in the hearing of other pupils, which of the five things he liked best. A check mark was placed at the right of his first choice. Only first choices were obtained.

In grades 4-6 each pupil was given a slip of paper and asked to write on it the one word that showed which of the five forms of entertainment he liked best. In grades 4-8 each pupil was asked to write, in not more than two sentences, *why* he preferred that form of entertainment.

After the above procedure had been carried out, a sheet of paper was given to 6, 7 and 8 grade pupils with the days of the week written on it and each pupil was asked to write

opposite each day the amount of time he thought he spent watching television. It was explained to the students that no record of their names would be made in the survey.

The results of the survey may be summarized as follows:

Television was listed as first choice by 60% of the 2182 pupils; books were the first choice of 18%; movies were first choice of 12%; radio of 6% and comics of 4%.

Although the attempt to find out the amount of time devoted to television was confined to older pupils, grades 6, 7, and 8, the results obtained are not such that they can be used to draw reliable conclusions. There were too many guesses. Careful consideration of the information obtained indicates that the average amount of time devoted to television weekly by upper grade pupils is between 15 and 25 hours, including Saturday and Sunday.

The most encouraging thing shown by this is that books still rank high. The fact that so many pupils prefer books over comics, movies, radio and even television is a fine thing. This may be due to the program of reading in the elementary schools, including the cooperative library book program of the schools and the public library. Under this plan, the Board of Education pays for children's books which are selected by Miss Anna Cladek, librarian of the Perth Amboy public library. Members of Miss Cladek's staff give instruction in the schools on how to use the library. They have charge of issuing to the pupils the books that are paid for by the Board of Education. Classes for the elementary schools visit the library periodically and individual pupils are encouraged to go to the library. Teachers, principals, supervisors and librarians can take a just pride in the result of their cooperative endeavor to teach a liking for good books.

Another thing shown by this survey is that a considerable number of pupils devote an excessive amount of time to television. Some pupils report as high as nine hours on Sundays. Although this is probably an exaggeration, there are enough pupils who report from four to six hours a day to indicate that too much time is spent in this way. Parents alone can correct this situation.

Some of the reasons pupils give for their first choices are as follows:

Television: "Can see and hear at the same time." "Can learn more by seeing." "It shows events in history and geography." "No extra cost."

Books: "They help one to relax." "They give enjoyment and entertainment better than anything else." "Books explain things."

Movies: "See and hear better than television." "More up to date pictures." "Furnish relaxation and recreation from physical strain."

Radio: "Greater variety of programs." "They give all the news." "No cost attached."

Comics: "They are thrilling and colorful." "Some show that crime does not pay."

Many people are deeply concerned about the amount of time boys and girls give to television and the effect it has on them. A committee of the National Association of Secondary School Principals has issued a statement regarding the motion picture, the radio and television. The statements says: "Not since the advent of the printing press has mechanical invention so profoundly modified and extended the nature and scope of human communication..Like the drama, the motion picture and television carry their message to the

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mind and emotions through direct observation. The radio requires only that the listener understand oral speech; he is under no obligation to be able to read."

In a recent article, Mr. Norman Cousins, Editor of the Saturday Review of Literature, tells about an incident of a nine-year-old boy who suggested in all seriousness that a certain person be poisoned, the suggestion being made to the boy's own father. Mr. Cousins quotes the boy as saying, "It's easy, Dad; they did it on television last week." Mr. Cousins gives this as an actual happening and goes on to state: "The comic strips were bad enough, but they are rapidly on their way to playing squeaky second fiddles to television as prime movers in juvenile delinquency and misconduct. TV is hardly out of infancy as a major industry, but already it has become the nation's number one time-trap for children in those areas where video programs are available. And what makes terror on TV more effective than in comics is that it often enjoys the sanction of a family audience." Mr. Cousins statement cannot be passed by lightly. It deserves serious consideration.

Television right now is probably the most popular form of entertainment in this country. It could be of great educational value but it won't be until it is improved. Television has poor taste and bad manners, and if it teaches anything, it teaches these. Some of the programs are displays of vulgarity.

Television is widely thought to be a cause of juvenile delinquency. There are some cases such as that given by Editor Cousins that bear out the charge, but this claim is not based on reliable investigation and is probably exaggerated. However, television is guilty of more than poor taste and bad manners. Physicians with whom I have talked believe it is harmful to children physically. Too much attention to the television screen harms the eyes. Small children stay up late at night to watch television shows and are worn out. Teachers report sleepy heads in schools. It is not unusual for second and third grade pupils to tell about 10:30 P.M. programs that they have viewed.

Parents organizations and educators must accept that fact that television is popular with children. Parents should curtail children's late hours. Parents organizations can bring about educational improvement in the type of programs produced for children. Television producers might well take a leaf out of the history of radio; there would be many more radios in classrooms and television sets too if so many of the program producers did not have the mistaken idea that programs should be written to meet the intelligence level of morons. Television producers are repeating the mistakes that have at times nearly wrecked Hollywood. Their productions, especially comedies, are written on the assumption that production must be low grade because the potential audience is an audience of low intelligence. This assumption is wrong. Comedies do not have to be low grade in order to gain an audience.

Treating of This and That

MARGERY W. STEER

COMMUNITY AIMS

Members of a sophomore English class in a small high school were asked to write on the theme, "What I Expect of My Community". One student listed the following: A well-organized school with a good faculty, wholesome recreational opportunities in the home town, a well-kept and beautiful community, and closer cooperation between the various churches which would make possible all-inclusive religious activities. Throughout the paper there are gentle reminders that none of these things can be secured without "co-operation" and "concentrated effort."

There is something a little wistful in the closing paragraph—something which should bring the realistic and sometimes cynical adult up with a start!

"This may all sound idealistic and impossible to you, but why should it? Although no community can be perfect, why not aim high and get as close to perfection as possible? We want a community to be proud of, one where we want to stay, and where we feel secure.....One where we are proud to bring outsiders and say, 'This is my home town'....Is this too much to ask?"

Young people do ask embarrassing questions but if we avoid answering them we do so at our own peril!

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THE NEWS DIGEST

World Affairs Clubs Still Too Few

A wonderful opportunity for work with American high school students has been passed over by persons and groups interested in world affairs if a recent poll of over 1,000 high school seniors is a true index of other adolescents throughout the nation. When asked if they belonged to any clubs or youth groups in school or out of school which devote at least part of their time to the study of world affairs, 767 said they did not and only 269 said that they belonged to such groups.

Nearly 200 of those who replied in the affirmative said they belonged to clubs in school such as an International Relations group, a chapter of the United Nations Youth, a World Forum or World Affairs Club. The others mentioned programs in their churches or synagogues. Only 40 belonged to organizations where they can continue their membership after graduation, such as the Foreign Policy Association.

Superior Students Study This Way

EVANSTON, ILLINOIS — Study procedures characteristic of top-ranking high school students have been determined by a recent survey made by Dr. William G. Brink of Northwestern University. These students summarized the salient points of their reading in their own words, read instructions completely before seeking answers, collected material for reports systematically rather than by browsing through books and magazines, read material over before attempting to outline it, guessed at word meanings before referring to the dictionary, adapted their reading method to the purpose involved and relied on their own judgments and opinions in study situations.

Pupils Beat Teachers On Atom Knowledge

BROOKHAVEN, N. Y.—Many youngsters are ahead of their teachers when it comes to thinking in terms of atomic energy. This was admitted at a conference here, aimed at improving atom instruction in the state's eleven teachers' colleges so that the public school curriculum can include more information on the social and economic implications of nuclear science. Many teachers attending admitted they were brushing up in order to be able to answer their pupils queries. They agreed that educators must cease to steer clear of the subject.

Many Summer Workshops Beckoning to Educators

Present indications are that a record number of teachers will go abroad this summer and that those who remain in this country for study will have unusual opportunities to participate in workshops that are attempting to bridge the gap between current theory and classroom practice.

A five-week summer seminar in Europe, designed to give Americans a view of the Marshall plan and the North Atlantic Pact in operation, will be sponsored jointly by the New School for Social Research and Pennsylvania State College. Business men and leaders of civic and labor groups as well as educators will participate in this attempt to improve understanding of international tensions through firsthand study of conditions in other countries.

Taking as its theme Mid Century Plans and Perils, The Summer Institute for Social Progress at Wellesley College (July 1-15th) will present different points of view on community, national and international issues.

The 1950 Conference on Guidance and Personnel Services, scheduled for June 28-30 at the University of Wisconsin, will deal with general counseling, human relations in the classroom, guidance and curriculum, employment opportunities and opportunities for co-operation between business, industry and education.

A workshop on "Good Schools and Teaching" will be held at Goddard College, Plainfield, Vermont, from July 3 to August 11. The workshop will attempt to answer the question of how to translate educational theory into good school practice.

A conference which will seek to discover "an American consensus" and to stimulate research which will transform the general education program into "integrated curriculums" will be held at Stillwater, Oklahoma, June 6-29. Sponsored jointly by Oklahoma Agricultural and Mechanical College and the Foundation for Integrated Education, the gathering will attempt to resolve differences between the natural and social sciences and the humanities.

Children Not Schooled To Meet Failure

PHILADELPHIA, PA.,—Parents' overemphasis in the last twenty years on praise, no discipline, and protection of children from failure has filled high schools and colleges with people who cannot stand up to difficulty, Dr. Elizabeth Lee Vincent, dean of the college of Home Economics, Cornell University, declared here.

She was one of four speakers on child psychiatry at a meeting of the American Academy of Pediatricians. "Parents must balance their protection and praise with discipline and a realistic approach to life," Dr. Vincent said. "Children need to fail sometimes and learn how to accept it; they need to learn how to succeed without losing their heads. They need humility — not timidity; self confidence, not arrogance, a long-range view and a feeling for others . . . If they get too much love and no discipline, they do not know good authority nor, when they see it, how to co-operate with it. They cannot recognize bad authority or resist it."

Asks More Attention To Gifted Children

EVANSTON, ILL. — Pupils who master their lessons easily are likely to get the least attention from their teachers, according to Dr. Paul A. Witty of Northwestern University. Surveys reveal that only a small fraction of gifted elementary

Supreme Court Ponders Three Segregation Cases

WASHINGTON, D. C. — Three cases involving the question of race segregation are before the Supreme Court, with decisions expected in June. Two of these cases concern the education of negroes. The other has to do with transportation. The complainants, led by the U. S. government itself in the person of Attorney General J. Howard McGrath, seek a reversal by the court of its ruling in 1896 (Plessy vs. Ferguson) to the effect that segregation is constitutional if equal facilities are provided for the segregated parties. The case at issue was one in which a Louisiana railroad required negroes to sit apart from white passengers. The Attorney General argues that the fifty-four year old ruling is inconsistent with today's conditions and concepts.

The cases now under consideration are:—

1. G. W. McLaurin, a negro seeking a doctorate in education at the University of Oklahoma, claims he is not allowed to sit where he chooses in classrooms, restaurant or library thus allegedly being denied equal opportunities with white students.

2. Herman Sweatt, a negro, was refused admittance to the University of Texas Law School and told to enroll at Texas State University for Negroes in Houston, where he charges he cannot obtain as good an education.

3. Elmer Henderson sues a railroad company for refusing to let him eat in a dining car unless separated by a curtain from white passengers.

Thirteen or more of the states in which segregation is practiced have filed arguments calling for continuance of the 1896 ruling. Some of these states express fear lest a verdict against segregation in graduate school or college may be stretched to cover high and elementary schools as well, with grave danger of social unrest and rioting.

Champions of civil rights have not neglected to point out that Soviet Russia is watching at the keyhole with its propaganda organs all tuned up.

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pupils are being offered educational opportunities which challenge their exceptional abilities, Dr. Witty said, adding that the neglect was even greater at the secondary level.

To make better provisions for these potential leaders, Dr. Witty believes that the schools need better prepared teachers, more abundant instructional material and improved learning conditions. At present, partial solutions are to be found in enrichment programs and grade skipping, special schools and classes. Through individual guidance and testing of pupils prior to instruction, teachers can make sure gifted pupils will not needlessly repeat lessons they have already mastered. The time thus saved offers opportunity for projects, writing or research, Prof. Witty said.

Dr. Wanamaker Lauded by Press Women

WASHINGTON, D. C. — A state superintendent of schools who has succeeded in raising teachers' salaries and standards was one of six "women of achievement" cited by the Women's National Press Club. She is Pearl Anderson Wanamaker, since 1941 in charge of the schools in the state of Washington. During her tenure, teachers salaries in the state have increased about 90%, standardized contracts with improved sick leaves and tenure conditions have been instituted and a code of ethics for school board and teacher relations has been established.

Michigan School Camps Teach Conservation

DETROIT, MICHIGAN — More than 10,000 public school youngsters are now studying conservation under an outdoor education program developed by the Michigan State Department of Education. The students spend a minimum of one week at camps located in woodland areas, learning nature lore under the supervision of teachers from their own schools. Typical class activities include tree planting, dam building, game and fish census learning forest fire fighting techniques, water testing, trail building and the study of erosion.

Camps are built and operated by local Boards of Education, the boys and girls paying only for the food they eat.

When the project began in 1940, the Battle Creek, Decatur and Otsego school systems participated. Now there are over 50 camps in the state, more than half the total for the nation. An appropriation of $10,000 from the legislature is currently being used to expand the plan.

Maine Women Seek Equal School Pay

PORTLAND, MAINE — Are Maine's women teachers entitled to equal pay with men for equal work? Many Bangor and Portland teachers got that impression from a somewhat ambiguous law passed by the last Legislature making equal pay for equal work mandatory, regardless of sex, but three times in recent months Attorney General Ralph Farris has ruled against women teachers in informal opinions. Traditionally paid an average of $400 a year less than men, many Maine schoolma'rms are pushing for a written ruling that will be in their favor. Meanwhile, men teachers are in many instances chivalrously backing the fair sex. Clair Wood, president of the Maine Teachers Association, reported that he was "proud to be able to say" that male pedagogs were ardent advocates of equalization.

Plan Campus Type Elementary School

STONY BROOK, LONG ISLAND—Public school authorities here contemplated building an elementary school of five units, to be grouped on a single campus facing the village center. A front row of three colonial structures joined by collonades would provide for an auditorium, kindergarten and the first two grades. Behind these would be two other units housing grades three and four and five and six. The entire plant would cost about $225,000, a saving of more than $100,000 being effected by elimination of corridors, steel girders and heavy roof supports and by reductions in the cost of excavation and grading, architects assert. The village center opposite the proposed schools resembles the well known restoration at Williamsburg, Virginia. Only two other schools of campus type

are believed to exist in America. One is in the Canal Zone and the other in North Carolina.

The cluster of units would accommodate 240 to 280 pupils.

Parents Group Finds TV Upsets Children

NEW YORK — The United Parents Association reported here that television seems to be taking away a little appetite, a little creative instinct and a little peace of mind from the children who look at it. A survey of a "small but significant number" of local children showed these effects:

Those five to seven years old sometimes throw tantrums when the set is shut off or insist on eating where they can watch the screen. Those 8 to 10 tend to rush through meals or eat in the same room as the TV set. Some nine-year-olds resist going to bed and have occasional nightmares. Those 10 to 13 show more interest in TV than in school subjects, spending less time on sports or hobbies and sometimes getting lower grades in school.

Finds Public Speaking Teaches Grammar

Seventy-eight percent of a group of college students learned more about grammar and diction from a public speaking course than they did from elementary freshman English, according to a study conducted by Prof. Louis Hall Swain of North Carolina State College. The latter course was designed to cover that field while the former ignored it.

On the basis of the findings Professor Swain recommends that English departments include units of oral composition to make up at least one-third of the daily schedule for freshman English if they want diction and functional grammar stressed.

Latin and Bible Needed as Background

DALLAS, TEXAS—Ignorance of Latin among college students prevents them "from full recognition and enjoyment of our English vocabulary," according to Dr. Roger P. McCutcheon, of Tulane University. Addressing the Texas Conference of College Teachers of English, the dean declared that this ignorance makes it difficult to "impose literacy" upon the students.

Likewise, he said, many high school graduates have little or no knowledge of the Bible. He observed that the "Great Book has ceased to be read in the American home" and "present day Americans look blank at every biblical reference." He added that some knowledge of Latin and of the Bible was valuable, if not indispensable, for literary study.

This Year's Graduates Face Difficult Job Hunt

WASHINGTON, D. C. — How soon the national economy can provide work for the multitude of young people graduating from high schools and colleges this summer is difficult to predict. Estimates of the probable job market have been drawn up by the Department of Labor. In general terms these are not very encouraging. There will be many more applicants than openings, and competition will be keen.

However the picture is not so dark for those who have been wise or lucky enough to equip themselves for the right occupations, meaning the ones in which qualified help is scarce. Thus for the high school graduates there will be opportunities in stenography, telephone operating, bookkeeping, practical nursing, machine shop operating, assembling, farm work, retail selling and hairdressing.

This year's output of college graduates will be the largest in history, approximately half a million. The next few years are expected to show a slight falling off. Chances for employment are said to be good in fields important in health service, such as medicine, dentistry, nursing, pharmacy, veterinary medicine, medical laboratory and X-ray work and all types of social work.

With respect to teaching, it is again pointed out that three elementary teachers are needed for every one now in training, while for high schools only one vacancy exists to every four who have been preparing for teaching at the secondary level.

Mrs. Roosevelt Wants School Aid Limited

NEW HAVEN, CONN.—Mrs. Franklin D. Roosevelt asserted here that federal aid to education should be confined to basic school services.

Auxiliary services, such as transportation, free lunches, and free textbooks, she said, "are not school functions at all."

Mrs. Roosevelt participated in a discussion of "Church, State and Education" at the fourth annual public affairs conference of the Yale Law School Student Association. It was her first public speech on the issue since she was criticized by Francis Cardinal Spellman of New York several months ago for her stand on a federal education bill which he said was "anti-Catholic."

"Federal aid should be devoted to the basic interest we have in mind," Mrs. Roosevelt said. "Our primary objectives should be the raising of teachers' salaries, making school buildings safe and sanitary and equalizing school years."

New York Starts Rural Schools Study

NEW YORK, N. Y. — "The depth and character" of 384 rural schools in this state is being studied by educational experts under the direction of Dr. Paul R. Mort of Teachers' College, Columbia. Both educators and laymen will inspect central schools in their communities for outstanding practices, reporting these in a monthly magazine, *Central Ideas*. Problems uncovered will be studied later.

Cornell To Survey 'Values' Of Students

ITHACA, N. Y.,—Unconvinced by the assertion that "the college student has lost his sense of values and doesn't know where he's going," Cornell University is conducting a scientific study to determine the "attitudes and values of American college students."

The project, supported by a grant of $15,000 from the Carnegie Corporation of New York, is supervised by Dr. Robin M. Williams and Dr. Edward A. Suchman of the Department of Sociology and Anthropology.

The survey is more than a laboratory exercise, Dr. Williams declared, since the problems a student encounters in college are the same as those he will face after graduation, such as the questions of making a home, choosing friends, planning work.

Co-eds Not Fading, Says U. of M. Professor

ANN ARBOR, MICH., — Traditional male complaints about the pulchritude of University of Michigan co-eds have been spiked by a University psychologist.

The men claim that Michigan women are beautiful the first few weeks of school but gradually fade until they get the "Michigan look."

"Not so," says the psychology instructor, William J. McKeachie. "The change is in the men and not the women."

"Those who come to the university from small towns are amazed by the beauty of their female classmates, but as they get used to the co-eds they are not so greatly impressed."

He called this "adaptation to a stimulus."

One student, however denied that time brings any change in the attractiveness of Michigan co-eds.

"They look ragged the whole year around," he said.

Bubble Gum Gift Ruled Uncharitable

WINCHESTER, VA.—The pupils of John Kerr School cannot have the $100,000 an old friend willed them for bubble gum and soda pop.

Judge Elliott Marshall ruled against them in a contest brought by three relatives against the will of Charles B. Henry.

The will directed that the income from his estate, estimated at about $100,000, be distributed among his young friends of the first three grades at John Kerr.

Henry wanted the estimated $4,000 yearly split up at Christmas and Easter. Informally he told the youngsters they might spend the money any way they liked but suggested they might want a soda or bubble gum after going to the movies.

Judge Marshall described Henry's purpose as "praise-worthy".

But he ruled on legal grounds that the bequest was not a charitable one and therefore, under Virginia law, could not be tied up in a perpetual trust.

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Grins Between Grinds

MAN OF RESOURCE

Some college students acquire knowledge, others develop ingenuity and resourcefulness. Young Tucker was definitely among the latter class. One question in his exam read:

"What steps would you take in determining the height of a building, using an aneroid barometer?"

To which the young man blithely replied: "I would lower the barometer by a string and measure the string."

TACTFUL

She was a new fourth-grader. Meeting her third-grade teacher on the school steps, she replied: "Gee, Miss Smith, I wish you were smart enough to teach me this year, too."

PLENTY OF IT

Mother (to son wandering around the room): "What are you looking for?"

Son: "Nothing."

Mother: "You'll find it in the box where the candy was."

HONESTLY NOW!

A woman on a bus suddenly realized she hadn't paid her fare. "I'll go right up and pay it", she declared. "Why bother?", her friend said. "You got away with it".

"I've found that honesty always pays", the other observed, and went up to pay the driver. "See, I told you honesty always pays!" she said when she returned. "I handed the driver a quarter and he gave me change for fifty cents."

MIGHT HAVE MADE IT

Husband: "I've got tickets for the theater."

Wife: "Fine. I'll start dressing at once."

Husband: "Yes, do; the tickets are for tomorrow night."

A DATE

Handsome Junior Partner: "Are you doing anything Sunday evening, Miss Jones?"

Miss Jones (aflutter): "Not a thing, Mr. Smith!"

H. J. P.: "Then try to get in on time Monday morning, for a change."

OPPOSITES

A class was asked to write an essay on Quakers. One little girl closed hers in this fashion:

"Quakers are very meek people who never fight and never answer back. My father is a Quaker — but my mother isn't."

TRUE ENOUGH

Beth's mother was hurrying home from the grocery store, hoping to get back on time to keep an appointment, when she noticed that little Beth's chatter had ceased and she was trotting along almost breathless. "Why, Beth, am I walking too fast?" she asked.

"No," Beth panted, "but I am."

PROGRESS IN LOW GEAR

"What is the principal occupation of this town?"

"Wal, boss," the man answered, yawning, "in winter they mostly sets on the east side of the house and follers the sun around to the west, and in summer they sets on the west side and follers the shade around to the east."

HIS ERROR

A drunk stepped through an elevator shaft and plunged 5 stories. As the horrified crowd heard the body crash to the elevator, cellar, they craned their necks. To their amazement, they saw him pick himself up, brush himself off and heard him mutter: "I should have said "Up."

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